

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance
MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, September, 1921

No. 4

The A.T.A. Magazine is a *highly creditable* member of educational journalism, and is *steadily growing* in interest and value. The (educational) platform (of the A.T.A.) is striking evidence of the *professional spirit* of the leaders in the A.T.A., and is a *challenge to all teachers' organizations throughout Canada*.

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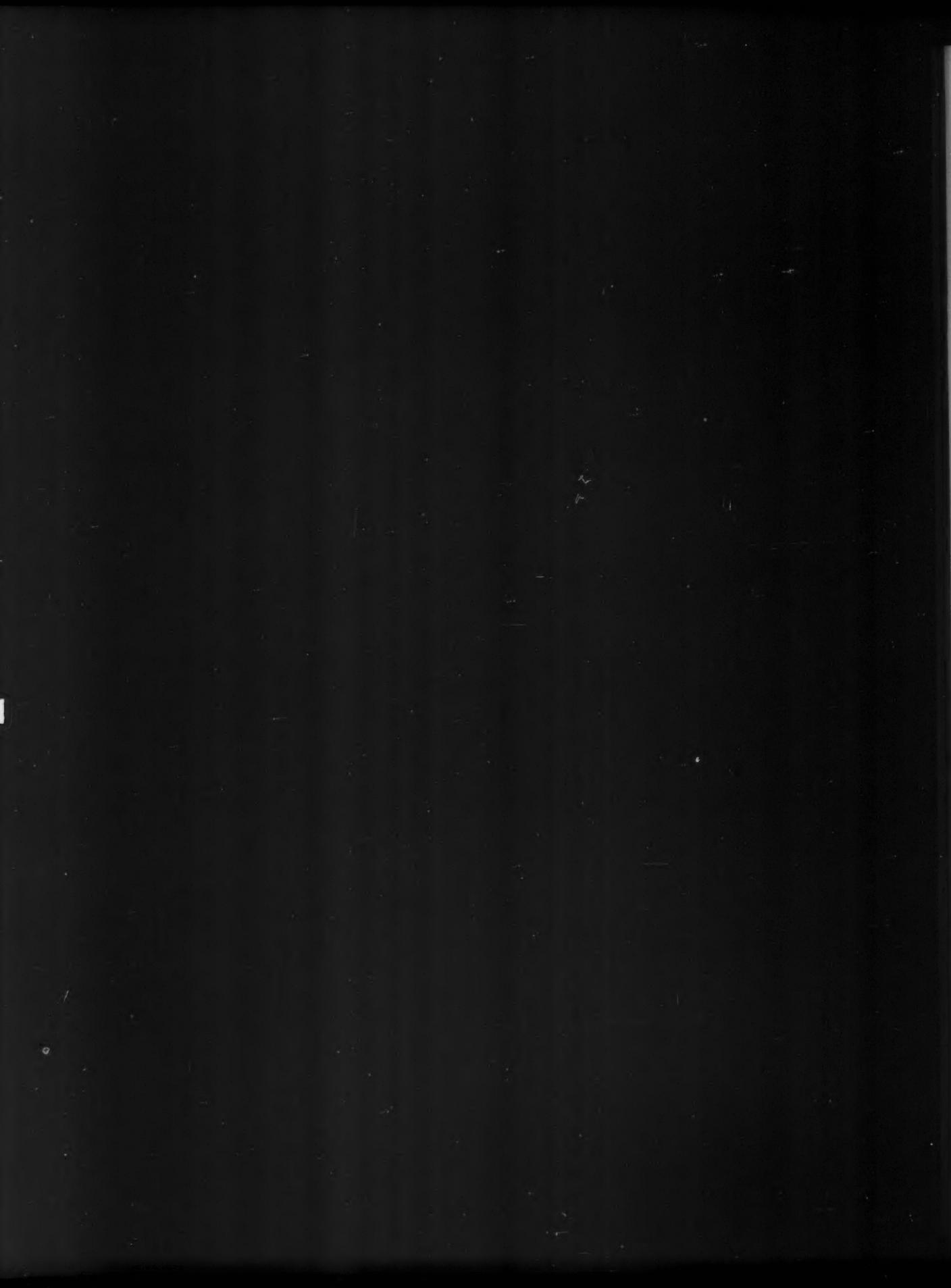
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The A. T. A. Magazine

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Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month

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Official Announcements

RE MEMBERSHIP FEES

The membership fees for the present year ending Easter, 1922, have not been increased, but the last Annual General Meeting passed the following resolution:

"Resolved that the Alberta Teachers' Alliance recommend to the Canadian Teachers' Federation, that every member of the affiliated organizations comprising the Canadian Teachers' Federation be assessed One Dollar as a reserve fund for contingencies."

It is reasonably certain that when the C.T.F. Convention meets in August the above proposal will carry unanimously. Alberta has given its endorsement to the proposal and many of the other affiliated

organizations have done likewise. Therefore it is as well for members of the A.T.A. to follow suit with the other provinces and collect their quota of the Contingency Fund without delay. No time is more opportune than when the members pay their annual membership fee. This means that, in addition to the sum required by the A.T.A. One Dollar more should be collected for the C.T.F. Contingency Fund. There is, however, a large number of our members who have contributed to the Edmonton Fund, and these members will NOT be required to contribute further to the C.T.F. Contingency Fund.

To prevent any possible chance of misunderstanding the following table is given.

PAYMENTS REQUIRED OF MEMBERS

Annual Salary—	Subscription Assessment			Total
	Membership Dues to A.T.A.	to The A.T.A. Magazine	for C.T.F. Fund	
(1) Under \$1500 ...	\$4.00	\$1.00	\$1.00	\$6.00
(2) \$1500 but less than \$2000 ...	6.00	1.00	1.00	8.00
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(4) \$2500 and over	9.00	1.00	1.00	11.00

N.B. (1) Those who have already paid into the Edmonton Fund will deduct \$1.00 from the above total.

(2) The subscription to the A.T.A. Magazine is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

Secretaries of locals are earnestly requested to do their best to obtain the annual membership dues immediately. A collection drive now will be most acceptable to Headquarters.

The Membership Fee to the C.T.F. is now \$1.00 per member. This will have the effect of providing the C.T.F. with ample funds, and also make the larger provincial organizations bear a proportionate share of the financial burden.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having previously received advice. Several cases have recently been brought to our notice where teachers have been stamped into action—have even resigned—and thereby rendered it impossible for the Alliance to be of assistance.

1. If you are a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Provincial Alliance. Local organizations should function wherever possible.

2. If a member at large, a letter, lettergram or long distance 'phone call will be promptly attended to, and the necessary advice tendered.

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... Editorial ...

BEST WISHES

We hasten to offer the new Minister of Education, Hon. Perrin Baker, of Medicine Hat, our congratulations upon his election and accession to cabinet rank. On behalf of the teachers of Alberta we bespeak the privilege and opportunity of working with him for the advancement of education in Alberta.

READING THE EXAMINATION PAPERS

The answer papers of Grades X, XI and XII were read this year by the examiners at prices ranging from 50c to 60c per paper. There were about twenty-five more examiners than last year, and as a consequence the reading was completed in about 10 days. The average amount received by an examiner working six hours a day, was approximately \$125. This amount is, on the average, \$20 smaller than last year, although a few received more than last year.

One hears much comment both favorable and unfavorable to the scheme. There was very little discussion of the examination papers. This is to be regretted, both from the point of view of uniformity in marking, and because of the fact that in former years much inspiration and assistance were drawn by the examiners from a thorough discussion of the papers, the "work" covered, and the curriculum generally. 'Tis true that the discussion at times roved far afield, but the tedium and monotony of reading examination papers requires enlivening.

This year, however, the examiners worked much harder than formerly, simply because they could earn in a day something near what a day's work of this kind is worth. Moreover, the day was an hour longer this year, and there was no intermission. The absence of rules about coming late, and other such trivial matters of discipline, produced an atmosphere of freedom in which it was a pleasure to work. One remembers well enough the petty tyranny of some years back when the examiners were bullied, bludgeoned, and insulted, the idea being to pay them a bare pittance and scare the work out of them. Being unorganized, and afraid of the all-powerful, all-favor-dispensing Department, the examiners bore this contumely in hot but silent resentment, and retaliated in the most natural way imaginable—they did just enough work to keep from being "fired." The teachers, in other words, played the Department's game of getting as much as possible for as little as possible.

The fundamental mistake of the Department and the Examinations Board has been their failure to invite the co-operation of the examiners. Instead of adopting coercive methods they might have appealed to the examiners to help in laying down a fair basis of marking, a fair standard of work, and a proper rating of pay, for each of the subjects read. As it is, the records of 20 years' examinations give no accurate idea of what constitutes a fair day's work in each of the subjects. Nor will this year's record be of much service. Heretofore the examiners may not all have worked to capacity. What examiner will work half as hard again as he does when teaching only to receive much lower pay? This year, on the

other hand, there was possibly a tendency towards the other extreme: some of the examiners may have worked beyond capacity. This means, of course, that the interests of the candidates suffer. This year's record of marking the answer papers will therefore be quite as inaccurate and valueless as a guage of fair work as the records of previous years. The Examinations Board does not yet know whether fifteen papers is a fair day's work in reading arithmetic, or twenty-five papers. And so with many of the other subjects.

The Examinations Board is to be charged with inefficiency, due to its failure to co-operate with the High School teachers of the Province in making the examinations a fairer and more effective test.

Marginalia

The secretary of the Trustees' Association has sent to the school boards of the province a communication regarding the result of the Edmonton High School Teachers' Strike. This communication gives the impression that the teachers were badly beaten; and, without an explanation of the points in issue and of the settlement reached, this impression will do much harm to the Alliance. On the other hand, the fact, that the Chairman of the Edmonton Board is also the President of the Trustees' Association, should be carefully noted; because the bellicose attitude of the Trustees' Convention had undoubtedly the effect of precipitating the trouble at Edmonton. Now that the Government machine will no longer be behind the city boards, it may be possible to secure some semblance of co-operation between the Alliance and the Trustees. The idea, that school board candidature in the cities is the proper avenue of approach to a seat in the Legislature, has received a rude but timely jolt.

It transpires that a committee of the Executive of the Trustees Association at a recent conference with the Department of Education expressed a desire to have the schedule clause omitted from the new form of agreement. This clause is sound in principle, was adopted by the Minister and the Departmental officials, was endorsed by the Trustees' Convention, and was agreed to at the conference between the Alliance and the Trustees in March last. To go back on that clause now is a palpable breach of faith, and the Alliance will resist to the uttermost any such attempt on the part of the Trustees.

The value of a self-renewing form of agreement is in great measure nullified by the omission of a schedule clause. There are too many boards who think that \$1200 ought to be the maximum rather than the minimum salary. Such boards are, of course, opposed to a schedule. There are other boards who would like to be able to cut the salaries of their teachers without attracting too much attention. Still others there are who desire to engage teachers for as short a period of time as possible so as to get all the advantage of a falling market. This is business, but it is not good educational business. Rural teachers should join the Alliance without delay.

OVER THE PLATE

Dr. Charles W. Eliot at a Cambridge tea was taken aside by a W.C.T.U. leader.

"Dr. Eliot," she said, "we want you to join us in our anti-tobacco crusade."

"Humph," said the veteran teacher.

"You know, Mr. Eliot," the lady went on, "man is the only animal, positively the only animal, that uses tobacco."

"Humph," said Dr. Eliot again. "Man is the only animal that wears clothes."



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The Place and Content of Commercial Training in Elementary, Secondary and University Courses of Study

By J. Percy Page, B.A.,

Specialist in Commercial Education, and Principal of the John A. McDougall High School, Edmonton, Alberta, Canada

(This paper was presented at the Imperial Conference of Teachers' Associations—The League of Empire—Toronto, August 12, 1921.)—Ed.

At the outset of this brief treatise on Commercial Education, it seems best to explain as concisely as possible just what is implied by the expression "commercial training," inasmuch as discussions along commercial lines have been confused very frequently by a failure to recognize the different senses in which the phrase may be used. It is fairly safe to say that to a great many educators commercial training is synonymous with the narrow, technical work of the business college stamp, and quite naturally they declare against it. But, as Sir Albert K. Rollit pointed out some years ago in speaking before the London Chamber of Commerce, commercial education is much broader than this and includes, among other things, "a larger and better adaptation of education in general to commercial needs," which conception is amplified further by Dr. John Yeats who says: "By commercial education I do not mean that which leads a youth to look merely for a higher rate of interest on capital, or of profit in business, but that which trains him to appreciate fully the objects, advantages and pleasures of a commercial calling. Such an education would fit him to compete with all comers; to be prepared to keep faith with everybody; to value justly whatever is valuable; but not to expect uniformity of weight, measure, custom or opinion throughout the world." It is well to keep these definitions clearly fixed in our minds, since, in the opinion of the writer, progress along commercial lines has been seriously hampered in the past by an unfortunate prejudice on the part of educational authorities and academic teachers induced mainly by a totally incorrect assumption as to the nature of the educational reform which commercial teachers have been attempting to bring about.

It may be set down as an axiom that education is not static. As one writer very cleverly puts it: "The outlook of our time ranges across the seas. Can we deplore it? Would it help matters if we did? The wind bloweth where it listeth. The school cannot create the tendencies of the age, and therefore will do wisely to adapt itself to them." Despite this warning, however, we find no less an authority than Prof. Dewey criticizing the educational system of his time in these words: "Our present education is highly specialized, one-sided and narrow. It is an education dominated almost entirely by the mediaeval conception of learning." In other words, our educational organization has not kept pace with the industrial organization since the great changes wrought by the industrial revolution. The case of England might be cited in proof of this statement. Here, the provision for commercial education is of very recent origin, dating back only to the beginning of the present century. The causes for this slow development have been the great success of English trade and commerce, which has been due, not to any specialized training in commercial pursuits, but to a wealth of natural resources and a native bent for mercantile activities. Added to this has been the opposition of educators, on the one hand, to early specialization and vocational preparation, and their belief in the value of a general education as a foundation for life work, and, on the other, of employers who prefer to train their own employees and who profess to see no great value in theoretical training. It should be noted in passing, however, that the events of recent years which brought England into conflict with a nation so thoroughly organized and disciplined for commerce

and industry as to achieve results that were almost incredible, coupled with the growing conviction that international competition must necessarily become very keen in the immediate future, have done much to alter the viewpoint of a great many English educators, with the result that a new stimulus has been given to commercial training which will doubtless mean a rapid and increasing recognition of this phase of educational activity.

What has been true in England has been true also, though to a lesser degree, on this continent. We are, perhaps, less traditionally conservative in our educational organization, yet it has been only during comparatively recent years that our educational authorities have yielded to a rapidly growing demand and have come to look with more or less favor upon the various aspects of vocational training. In the early days, before the period of vocational training, no provision was made in our educational curriculums for the training of boys and girls for commercial occupations. The private business school was the first to see the need of a new system of training and to effect an organization to meet this need, making a start by offering short, intensive courses in bookkeeping, and later in shorthand and typewriting. The history of the private business school is well known and despite the narrow, technical type of education which has continued to characterize the so-called "business college," it must be admitted frankly that such schools have rendered a real service at a time when public school authorities were either ignorant of the need or were unwilling to meet it.

Following closely along the lines laid down by these private schools, the original commercial courses in the public high schools were also short and intensive. Naturally, this type of training called down upon commercial educators severe criticism from those charged with the responsibility of administering public education, and also from those engaged in teaching academic subjects. The first public commercial high school on this continent was opened in Philadelphia in 1898 and in commenting upon its progress Prof. James remarks: "It had to contend with the opposition of the entire teaching force of Philadelphia, who, as was the case elsewhere, were firmly wedded to the academic ideal and strongly resented the innovation." It is true that the first courses in commercial work deserved much of this criticism inasmuch as they were abbreviated, superficial and so simplified as to attract mainly pupils who wished to shirk the responsibilities of the complete academic course. Unfortunately, however, instead of attempting to strengthen the course on which they had made a start, the commercial teachers of that day appear to have become shaken in their faith and it was not long before we find them playing up to the standard laid down for them by their academic friends, with the ultimate result that in the average high school commercial education simply represented a number of commercial elective subjects grouped with academic electives and distributed throughout the four-year program. This elective plan could not possibly effect any real standard of instruction along commercial lines, and as a result we find that the product ranged all the way from fairly efficient to totally inefficient. The students lacked that thoroughness and attention which vocational students in modern courses attain, and the only good which came from the experiment was to give commercial educators a place among educators in general, and to enable them to advance the cause of commercial education in a system that did not attempt any other kind of vocational work.

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Following the swing of the pendulum from one extreme to the other came a period of educational development when two years of commercial work were offered at the end of the regular four-year academic course. Such an arrangement would have been ideal were it not for the fact that but a very small percentage of students remained to take the course with the natural result that a vast majority of those boys and girls who had a rightful claim to public training in business were denied the privilege of obtaining it. The private commercial schools waxed fat on the public-school program and would be doing so at the present moment were it not for the next change in the evolutionary process. Realizing the mistake of postponing commercial instruction until such a late period in the student's life, experiments were made by placing commercial work at the beginning of the high school course, and adapting this work to the stage of maturity of the younger pupils, leaving the more difficult and technical subjects to the latter part of the course. Such a plan seems to meet more adequately the needs of all the pupils who enter our high schools looking for the advantages possible under the limitations of time, capacity and maturity.

It must not be assumed, however, that the placing of commercial studies at the beginning of the high school course has satisfactorily met all the difficulties that are to be faced. The very opposite is the case. A very large percentage of our boys and girls leave school at the end of their public school course, and unless some provision is made for them, they get not the slightest idea of business before being cast off from the school to make their own living. On the other hand, there are those who can afford to remain throughout the entire high school period and even enter upon a university career. If they desire instruction along commercial lines, they should be provided for. Hence, it appears to the writer as a three-fold problem: (1) What can we do for the boy or girl who must leave school at the end of Grade VIII? (2) What type of instruction should we offer in the high school—mainly vocational, or mainly academic leading to higher instruction in the university? (3) Should university instruction in commerce fit a person for a business career, or should the aim be to graduate teachers of commercial work?

In attempting to answer these questions the writer has sought to avail himself of data which has been furnished by the Department of Education in each of our Canadian provinces and the Bureau of Education in the United States. Unfortunately, the great mass of data has been of little assistance towards outlining what might be termed a standardized course of study for commercial classes. The whole educational program, so far as commercial education is concerned, is in a state of flux. The present is a period of earnest and rapid readjustment. Courses are being tried out—in many cases discarded after brief trials, and others take their place. Mistakes and failures of the past are being recognized, and an earnest effort is being made to so shape the courses of study that they may be most suitable to the ages and capacities of the students. This being so, the writer cannot hope that his ideas may coincide with those who may be engaged in a similar line of work in other parts of the empire; nevertheless, they are given as the result of an earnest effort towards shaping a suitable course to meet the requirements of students in his own province and it is hoped that they may contain some suggestions which may be of value to those who are interested in this particular phase of education.

The first problem—What can we do for the boy or girl who is compelled to leave school at the end of Grade VIII?—seems to meet with the solution offered in the pre-vocational and junior high schools. It is urged that this elementary instruction will provide vocational training for the vast majority who never enter upon high school life; that it will hold boys and girls in school a year or so longer; that it will interest more students in a complete education for business and increase their knowledge of the opportunities open to them;

that it will develop in boys and girls business habits which are so essential to success in after life—in short that it will make the seventh and eighth grades count for more in the child's life. All of these things are desirable, but there is a grave danger of causing the child to make an irrevocable decision at such an early age and those who are responsible for framing courses of study must keep this danger constantly before them. It must be remembered also that secondary education cannot be forced downward into the elementary grades without such modification of subject matter as the immaturity of the grammar-school children makes imperative. As a suggestion for a junior high school course of study along commercial lines, the writer offers the following outline: (1) English, with special emphasis on spelling, vocabulary building, punctuation, simple business letters, and easy descriptive work, both oral and written; (2) business arithmetic, with simple problems suggested by local conditions; (3) business writing; (4) commercial geography; (5) civics, with the sole purpose of developing a high type of citizenship; (6) typewriting, both for its vocational value and to develop accuracy and concentration; (7) simple business procedure, which will tend to link up this elementary course with high school instruction in such a way that every student in the former will desire to continue with the latter. It is assumed, of course, that these students will receive the same amount of physical training, and instruction in manual or household arts, as is given to the regular academic students.

The second problem—the type of instruction to be offered in the high school—is much more complicated. There are three types of students to be considered: (1) those desirous of taking either a stenographic or bookkeeping course, but not both, and of graduating in the least possible time; (2) those who desire a combined course, and (3) those who desire to enter university and, at the same time, complete a vocational course in commercial studies. In the province of Alberta, we have met these difficulties by offering a complete course in commercial studies covering a period of two years beginning immediately after entering high school, although many students change from the academic to the commercial course after completing a part of the regular academic four-year period. This two-year course is complete in itself and those who graduate are awarded a provincial diploma which is regarded with high favor by the business public. An additional feature of the course, however, is that it is so framed as to act as a very solid foundation for a third-year course, in exactly the same way that a two-storey building may be complete in itself but capable of being added to if necessary. The additional third year's instruction is being offered by the Department of Education this fall, and, by special arrangement with the senate of the University of Alberta, graduates of the three-year course will be entitled to enter university upon a course in commerce. This step will go a long way towards articulating the commercial course in the high schools with higher education, and it is a matter of pride that, so far as the writer is aware, a Canadian university is the first on the continent to give this full measure of recognition to commercial training in our high schools. The other type of student—the one seeking only a partial course and aiming to graduate at the earliest possible moment—is also taken care of under this system. The subjects comprising the complete two-year course are divided into two groups, (1) those having book-keeping as a major, and (2) those with stenography as the major. These special courses cover one school-year's instruction, and the examinations are identical with those of the two-year course, this being possible by reason of the fact that the special students carry only approximately one-half the total subjects on the general or complete course.

The following chart will give the reader a better idea of the provision made for these three classes of students. The subjects in the first column are those covered in the first year of the complete two-year course; those of the second year are

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placed in the second column. The letter "s" after a subject indicates that it forms one of the group to be mastered by those carrying the stenography course only, while the letter "b" indicates that such a subject forms one of the bookkeeping group. In the third column are placed what might be termed the commercial matriculation subjects, although these have not been definitely fixed at the time of writing.

Commercial Course, Province of Alberta, 1921

First Year	Second Year	Third Year
Bookkeeping	Bookkeeping (b)	Algebra
Stenography	Stenography (s)	French
English Literature	English Literature	English Literature
Business English	Business English (s, b)	Business English
Arithmetic and Rapid Calculation	Arithmetic (b) and Rapid Calculation (s, b)	Commercial Arithmetic
Typewriting	Typewriting (s)	Industrial Chemistry
Penmanship	Penmanship (s, b)	General History
Spelling	Spelling (s, b)	
Civics	Commercial Law (b)	
	Commercial Geography (b)	
Electives:	Electives:	Electives:
Algebra (x)	Algebra (x)	Two of:
French (x)	French (x)	Stenography, Typewriting, Accountancy

(x) These subjects are compulsory for those taking the three-year matriculation course.

On account of the obvious differences in the commercial and industrial life in the various parts of the Empire, it is not suggested for a moment that the above course will meet the requirements of all departments of education, but the writer does submit that a thorough mastery of the subjects noted above, together with instruction in physical training, household and manual arts, the advantages of a well-organized literary society, and periodical addresses from leaders in their respective lines of business, will go far towards giving a student a liberal education and at the same time fit him for a definite and attractive vocation. It should be added that in the province of Alberta all commercial instruction is under the supervision of the department of education. Not only are the various schools inspected at regular intervals by departmental officials, but yearly examinations of a high standard

are set by the department and the students' papers carefully graded by a staff of experts.

The success of commercial training in the high schools has led to an urgent demand for advanced training in the universities, and it may come as a surprise to know that, whereas twenty years ago not a single university in either Canada or the United States offered instruction in commerce, today every state university and a great many of the American normal schools have well-organized courses—indeed, in the University of California, the largest in the United States, the department of commerce has a greater enrolment than any other single department—796 students according to the latest available figures. In Canada several of the provincial universities have taken hold of the work, the course organized by Queen's University comparing very favorably with that of the older American universities. Where courses are offered in normal schools, the aim is to train students to teach the work effectively, while the business administration courses in the universities carry on a type of instruction intended to fit the graduates to become the business leaders of the future. These courses cover a period of four years, and, while giving certain co-called cultural studies, they emphasize the broader view of business, giving training in sociology, economics, political history and such kindred subjects as will enable their graduates to fill responsible positions in economic and political fields of endeavor. Where these courses have been organized for some time, optional groups of subjects may be selected depending upon the probable future career of the student. Thus, at Queen's University, in addition to the general business course, special arrangements have been made with the Department of Education for Ontario whereby students may elect to take a "Commercial Specialist" course, leading directly to the teaching profession. On the other hand, there are elective courses in banking, higher accountancy, foreign service, etc., thus affording the fullest opportunity to students along every principal line of commercial training.

In conclusion the writer would urge a more sympathetic viewpoint on the part of educators generally towards those engaged in different phases of the same problem. In the past there has been too much hostility exhibited by one group against another. No system of education can function satisfactorily unless all those engaged in the work pull in the same direction. With this thought in mind, let us put aside all petty squabbles as to the relative values of different subjects and approach the whole educational problem from the standpoint of intelligent citizenship, endeavoring at all times to frame our courses of study in such a manner as will afford "the greatest good to the greatest number."

The Causes and Treatment of Backwardness in School Children

By Cyril Burt, Psychologist to the London County Council.

(This paper was presented at the Imperial Conference of Teachers' Associations—The League of Empire—Toronto, August 12, 1921.)—Ed.

The existence within the English schools of dull and backward children first received an explicit official mention, and thus at the same time an indirect official acknowledgment, in the phrasing of the Defective and Epileptic Children (Education) Act of 1899. This Act contained also the earliest legal recognition in England of the mildest type of mental defective, called in England "the feeble-minded," and in America "morons." It was, indeed, the primary purpose of the Act to make educational provision for these higher grades; and the definition formulated for such "feeble-minded" children specifically excluded those who were "merely dull and backward." At the

period when the Act was framed, a sanguine hope was widely entertained that the special educational measures, together with the special training to be imparted in the new schools for the mentally defective, would result in curing, or at least in ameliorating, the deficiency of mind in a large proportion of the cases; and it was believed that many of the feeble-minded scholars, after a temporary sojourn in the special school, would be re-transferred to the ordinary school, and that most of them, thus aided and thus trained, would ultimately grow up into self-supporting citizens. Further experience has revealed that this expectation was too optimistic; and it is now generally considered that, if a child has been first transferred to a special school as a certified mental defective, and then appears to have made such progress as to be fit for re-transference as a normal child to the ordinary school,

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the earlier diagnosis of the deficiency was probably unjustifiable. Once a defective always a defective—at any rate during the school period. Those cases which show marked improvement under special training are now regarded as instances not of inborn mental deficiency, but of temporary retardation and backwardness; and, whereas ten years ago it was the custom to commit the severer of these backward cases to the special schools for the defective, the practice at the present day is reversed; they are now retained in the ordinary elementary school.

This change of view, together with the concurrent change of practice, has made of the backward child an acute and pressing problem for the teacher in the ordinary school. Such teachers are no longer able to get their backward cases transferred elsewhere as temporarily defective; and they have accordingly been forced to recognize an intermediate group of children lying between the normal or average child on the one hand and the mentally defective child on the other. Of recent years, in schools containing a large proportion of such cases the head teachers have spontaneously attempted to establish special classes within the ordinary department to deal with the most backward individuals. The institution of these backward classes has met with much success; and, had it not been for the financial strain imposed by the war and by its consequences, there can be little doubt that many educational authorities would have organized some broad administrative scheme for dealing with the backward child on a large and comprehensive scale.

As a step towards some such measure, two preliminary surveys have already been carried out in this country to investigate in two separate cities the causes and prevalence of backwardness. It is of singular interest to observe that the results attained by the two investigations to a very large extent coincide.

In undertaking such a survey it is necessary to begin with a precise definition of educational backwardness. Not all who are below the average attained at their age need special administrative provision. Children who are but one year behind-hand can be placed in a slightly lower class, and can work with somewhat younger children without detriment or disorganization. It is children who fall yet further below the normal level who occasion difficulty. A child of 12 who is two or three years behind-hand would, if placed in a class which is equal to his attainments, be working with average children of nine or ten in Standards III or IV; but hither are also promoted the brightest children of seven or eight who are two or three years ahead. Such an assortment of big and little would be eminently unwise. By "backward," therefore, may be understood all those who, without being mentally deficient, would in the middle of their school career be unable to do the work even of the class below that which is normal for their year. For those who think in terms of mental ratios or intellectual quotients a precise quantitative definition may be given. A child is to be regarded as technically backward if he is retarded by more than 15 per cent. and less than 30 per cent. of his chronological age; that is to say, if his mental ratio (or "intelligence quotient") lies between the limits of 70 and 85 per cent. A boy of 10, for example, should be working in Standard IV (the old-fashioned designation in this country for the class reached by average children at that age). If he is only fit for Standard III (the class below), he can be placed in Standard III along with average children of 9; but if he is only equal to Standard II or Standard I (age 8 or 7), it is far better to put him with older and backward children than to relegate him to the lowest class in the department with tiny children just promoted from the infants' school.

A careful survey by means of psychological tests shows that in London and Birmingham about 10 per cent. of the children in the senior departments of the ordinary elementary schools (between the ages, that is 7 and 14) are backward in the sense of this definition. This means that in an educational

area of the size of London there are as many as 40,000 backward children between these age limits.

From district to district the percentages vary enormously. In well-to-do areas there are less than 1 per cent.; in the slums there are as many as 20 per cent.

A close analysis reveals that there are many different forms of backwardness. Some children are backward not only in educational attainments, but also in general intelligence. Others are backward in educational attainments only; but in these attainments they are backward for every subject to about the same extent. Others again are backward in special subjects alone, some, for example, only in arithmetic, some only in linguistic subjects such as reading and spelling.

The causes of backwardness appeared to be various and complex. Irregular attendance, defective school organization, and inefficient teaching, account for but a small proportion. Bad social conditions may be noted in a very large number of cases; but seem associated with backwardness in an indirect rather than a direct way—not so much through the under-feeding or over-working of the children out of school, as through the weak mentality and the physical ill-health that are so characteristic of the poorer districts.

Undoubtedly the chief and commonest cause in inherent psychological deficiency—weakness in intellect, memory, or temperament—in itself incapable of remedy. Physical defects play a considerable part in aggravating this deficiency; but are of themselves rarely capable of producing serious backwardness in a child otherwise normal. Of physical defects the most frequent and the most potent appear to be the following: defective hearing, defective vision, defective speech, rickets, enlarged tonsils and adenoids, chronic colds, the common infectious diseases of childhood, constitutional defects in bodily nutrition and growth, and (more rarely) diseases of the heart, lungs, or nervous system. The greater proportion of these physical defects appear to be, in part at least, remediable.

In dealing with the backward child the first measure is segregation. There are, of course, obvious disadvantages in depriving the backward child of the stimulus of working in the same classroom as brighter children. But in the long run the positive gain more than outweighs the drawbacks. The progress of a class is like that of an army on the march—limited by the speed of its slowest unit; and it is better that the limping and the lame should fall out than that the whole regiment should mark time while the laggards catch up. Further, to be always defeated in class by brighter and younger school fellows is more often depressing than stimulating; and in the playground it is still possible for bright and dull to associate upon nearly equal terms. Where segregation into (1) special schools, or (2) classes is impossible, the best devices are (3) to divide the heterogeneous class thus left into two or more independent sections according to ability; and (4) to cross-classify for separate subjects, and to relegate the child to a lower class only for the subject (usually arithmetic) in which he is most backward. This last measure implies a synchronized time-table; and is serviceable principally in dealing with cases of limited or specific backwardness.

The institution of an intermediate or auxiliary school, consisting of backward children alone, has been undertaken in England only in one or two experimental instances. The institution of backward classes, on the other hand, has been carried out with far greater frequency. They have been established, as a rule, by enterprising teachers, who have felt the pressure of the problem in their own departments, and have dealt with it upon their own initiative. Such backward classes have been established principally for older children, about to leave school in the course of one or two years; but it seems desirable, wherever it is practicable, to arrange within the same department, not one, but a series of backward classes, so that children can be transferred thither at an early age—soon after their transference from the infants' school, and after a year's probation in the ordinary classes of the senior school—and be promoted as the time arrives, from one back-

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ward class to the next. The ideal method, a plan possible only in the largest departments, is to lay down what may be termed a treble-track system—a series of backward classes for slow children, a series of advanced classes for quick children, both parallel to the ordinary series of classes for children of ordinary or average ability. Where this has been done the backward child shows a moral as well as an educational progress; and the added self-respect that comes from succeeding at a more congenial task, instead of failing perpetually at tasks above his head, reacts most favorably upon his intellectual attitude. We find in England (contrary, it would seem, to the view of many American psychologists) that the delinquent child is, as a rule, not so much defective in intelligence as unstable in temperament; and these temperamentally unstable children become nearly always, under ordinary teaching conditions, educationally backward. Thus the establishment of backward classes appears to be one of the most successful methods for discovering and dealing with the potential criminal at the earliest age. Nor is the backward child the only gainer. The normal children also make greater progress when the laggards have been eliminated, and no longer act as a drag upon the remainder of the class; the bright children advance at their own pace and succeed in winning a much higher number of scholarships; and, finally, the teacher is relieved of the harassing worry of coping by the uniform methods of collective teaching with a heterogeneous number of pupils, each learning at very different speeds.

The curriculum in these classes is predominantly manual and concrete. Much of the teaching has a definitely utilitarian

aim, specifically adapted to their probably future employments; but cultural subjects are not neglected. Plenty of physical exercise, and special medical treatment, are needful for those whose backwardness is due to weakness or ill-health. In the more formal subjects the ultimate aim of the syllabus is deliberately unambitious. Since the progress of the backward child is only about three quarters of that of the normal, it follows that at the age of fourteen his attainments will correspond only to Standards IV and V, that is to say, to the average level of normal children of about ten or eleven. More than this is not, as a rule, attempted as regards arithmetic or spelling. Generally, however, the child's powers of reading advance a little beyond this level, particularly if the child is taught not by the phonic method, but by the method known as "look-and-say." In the past promotion has gone largely by attainments in arithmetic and in written work generally; but it is now acknowledged as highly inadvisable to keep a child back in reading, and in manual and informational subjects, because he is specially slow in number and calculation. To carry out a general plan for the establishment of backward classes upon an extensive scale would prove a costly measure; and is hardly likely to be feasible until economic conditions are more nearly normal; but, pending the organization of administrative measures under a wider scheme, much, it is found, can still be done in dealing with individual cases by teachers working upon their own initiative along the lines recommended.

July 13, 1921.

CYRIL BURT.

Constitution of The Canadian Teachers' Federation

Article 1. Name. The name of this organization shall be The Canadian Teachers' Federation.

Article 2. Objects. The objects of the Canadian Teachers' Federation shall be: (a) To obtain co-operation and co-ordination of all Provincial Teachers' Organizations upon policies and activities of common interest;

(b) To provide machinery by which the various provincial organizations can be kept in touch with one another and through which mutual assistance can be quickly and readily given;

(c) The Dominion organization shall in no way interfere with the full liberties of the Provincial organizations in dealing with matters concerning their own province.

Article 3. Membership. Membership shall consist of the following Provincial Organizations of teachers, namely: the British Columbia Teachers' Federation, the Alberta Teachers' Alliance, the Saskatchewan Teachers' Alliance, the Manitoba Teachers' Federation, the Federation of Women Teachers' Associations of Ontario, the Ontario Public School Men-Teachers' Federation, the Ontario Secondary School Teachers' Federation; and such other provincial organizations of teachers as may from time to time be admitted.

An organization shall become or be affiliated with the Canadian Teachers' Federation only so long as its active membership is restricted to those actively engaged in teaching; always provided, however, that every provincial organization shall have the right to admit associate or honorary members.

Article 4. Method of Affiliation. Any provincial organization of teachers desiring an affiliation with the Canadian Teachers' Federation shall apply in writing to the Executive of the Canadian Teachers' Federation and shall accompany such application with a copy of its constitution.

Article 5. Referendum. The Executive of the Canadian Teachers' Federation may submit questions to the several affiliated organizations, and when the unanimous ratification

of such recommendation is obtained, such recommendation shall be considered as a resolution of the Canadian Teachers' Federation.

Article 6. Origin of Legislation—

(a) The Executive of the Canadian Teachers' Federation shall have power to deal with all matters affecting the interests of the provinces in common.

(b) Such matters must first be forwarded by a resolution from one or more provincial organizations to the Executive of the Canadian Teachers' Federation, which shall in turn submit said resolution to each and every affiliated provincial federation or alliance.

(c) Every affiliated organization, or all, shall, upon receipt of same, instruct their delegates how to deal with such resolution at the next meeting of the Executive of the Canadian Teachers' Federation.

(d) In order that action may be taken by the Canadian Teachers' Federation, there must be a unanimous vote of the Executive of the Canadian Teachers' Federation.

Article 7. Vote—

(a) In all matters of policy and legislation, the method of voting shall be as in Article 6, section "d".

(b) In all other matters, the majority vote shall prevail.

(c) In case of doubt as to which method of voting shall be adopted, the decision shall be made by a unanimous vote of the Executive.

Article 8. Representation. The Executive of the Canadian Teachers' Federation shall consist of not more than three delegates from each Province, but the delegates from each province shall cast one vote only.

Article 9. Officers. The officers of the Canadian Teachers' Federation shall be, President, Vice-President and Secretary-Treasurer.

A chartered accountant shall be appointed by the annual convention to act as auditor of the Treasurer's books.



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Article 10. Election of Officers. The officers of the Canadian Teachers' Federation shall be elected by ballot at the Annual Conference, nominations being made in open meeting.

Article 11. Duties of Officers.

(a) The President shall be the Presiding Officer of the Federation, and shall, ex officio, be the Chairman of the Executive Committee, and shall also be a member, ex officio, of all committees appointed by the Executive. He shall have general supervision of all matters and affairs of the Federation.

In the absence or disability of the President, his duties shall be performed by the Vice-President.

(b) The Secretary-Treasurer shall have charge of the seal and of all the archives of the Canadian Teachers' Federation; shall prepare and preserve a record of all meetings, general or otherwise, of the Federation and its Executive; and shall sign and execute all instruments in the name of the Federation when authorized to do so by the Executive; affixing thereto the seal of the Federation in the presence of the President or Vice-President. He shall be the legal custodian of all the property of the Federation. He shall submit to the Executive Committee at least fifteen days before the Annual General Meeting, a written report of the business of the Federation for the preceding year.

He shall have the care and custody of all the moneys of the Federation, whether as membership fees or otherwise; shall deposit same in such bank as shall be designated by the Executive, and shall disburse and dispose of same at the order of Executive.

He shall keep a proper set of books of account of the Federation, and shall exhibit the same to the Executive Committee when required. He shall submit a special report of the accounts and financial condition of the Federation and of all moneys received and expended by him at each Annual Meeting of the Federation. He shall be required by the Executive Committee to execute a bond for the faithful discharge of his

duties in such sum as the Executive may require, the premiums of such bonds to be paid from the funds of the Federation.

(c) The Executive shall exercise all the powers of the Federation, the direction and supervision of its business, and the conduct of the affairs of the Canadian Teachers' Federation. It may appoint committees to carry on the activities of the Canadian Teachers' Federation, but the powers and duties of such committee or committees shall be defined or approved by the Executive.

(d) In case of vacancies on the Executive, such vacancy shall be filled by the Executive until the next Annual Meeting.

Article 12. Quorum. The representatives from a majority of the provincial organizations shall constitute a quorum.

Article 13. Meetings. The Annual Meeting of the Canadian Teachers' Federation shall be held during the summer vacation of each year as the Executive may order, and due notice shall be given each organization on or before May 15th.

Article 14. Business. The business of the Annual Meeting shall be:

1. Receipt of Reports.
2. Receipt of Financial Statements.
3. Nomination and election of officers.
4. Appointment of Auditor.
5. General Business.

Article 15. Rules. Bourinot's Rules of Parliamentary Procedure shall govern all meetings.

Article 16. Amendments. The Constitution and By-laws of the Canadian Teachers' Federation shall only be altered, amended, or added to by a unanimous resolution of the Federation, submitted to the Annual Meeting. Notice of such amendment or amendments shall be given on or before May 1st, to the various provincial secretaries.

Article 17. Fees. The annual fee to be paid to the Canadian Teachers' Federation by the Provincial Organization shall be fixed by the Annual Convention.

The Canadian Teachers' Federation

MINUTES OF THE FIRST ANNUAL MEETING

The First Annual Meeting of the Canadian Teachers' Federation was held in Toronto in the Board Room of the Administration Building of the Toronto Board of Education, on the sixth, eighth and ninth of August, 1921.

The meeting was called to order at 9:50 a.m. on Saturday, August 6th by the Vice-President, Mr. H. W. Huntly, of Manitoba. Owing to a misunderstanding of the time of opening, and the operation of the Daylight Saving system, several members were late in arriving.

Members Present

Members present on Saturday and the following days of the Conference were: Messrs. H. Charlesworth (President), and J. G. Lister, and Miss H. R. Anderson of British Columbia; Messrs. Jno. W. Barnett, H. C. Newland and T. E. A. Stanley, of Alberta; Miss J. V. Miners and Mr. J. R. Brownlie of Saskatchewan; Messrs. H. W. Huntly (Vice-President), E. K. Marshall, and C. W. Laidlaw of Manitoba; and Lt. Col. Wm. Michell, Mr. Jno. Short and Miss Helen S. Arbuthnot of Ontario.

Visitors

The Eastern Provinces not having been yet formally admitted to the Federation, the following representatives were present as visitors: Mr. W. Allen Walsh, B.A., and Dean Sinclair Laird of Macdonald College, of Quebec; from New Brunswick, Miss Josephine MacLatchy. There was a notification to the effect that one or two delegates would be present from Nova Scotia, but for some reason they were not present at the

meeting. Mr. Lloyd W. Shaw and Mr. R. H. Rogers represented Prince Edward Island.

Among the visitors at the meeting were, Mr. Peter Wright, of Wales, Miss Muir and Mr. Attwood of Ottawa, Mr. Chas. G. Fraser, chairman of the Local Committee on Arrangements, Miss Waller of London, England, Mr. McKay, Superintendent of Education, of Fiji, Mr. Wells, Superintendent of Education, of New Zealand, Dr. MacKay of Nova Scotia, Hon. Mr. Latta, Minister of Education for Saskatchewan, Mr. Morris, of the Trustees' Association of Ontario, and a number of Toronto teachers and others.

Mr. Chas. G. Fraser, as Chairman of the Local Committee on Arrangements, greatly contributed to the success of the Conference by introducing distinguished visitors, by looking after the comfort of the visitors, by interviewing representatives of the newspapers, by arranging for photographers and seeing that the plans for the social functions were carried out.

Addresses of Welcome

Mr. John McClelland, Chairman of the Toronto Board of Education, in a warm address of welcome invited the Federation to make free use of the Board's quarters, and to ask for their cars or any further accommodation they might require. He spoke of the cordial relations existing between the Board and the teachers. The trustees do not regard the teachers as commodities to be bought and sold, subject to the law of Supply and Demand, but as human beings whose services are worthy of just recognition. He advised the Federation to get away from the idea of "a living wage." Teachers

are entitled to a reasonable profit on their work. He complimented the Executive on the composition of the Agenda, and spoke highly of the value of organization.

Mrs. Groves, another member of the Board, gave an eloquent and inspiring address, which evinced a genuine sympathy with the teachers' cause.

Mr. C. W. Laidlaw, seconded by Mr. T. E. A. Stanley, voiced the appreciation of the members and moved a hearty vote of thanks to Mr. McClelland and the Toronto Board of Education. Carried unanimously.

The President, Mr. H. Charlesworth of British Columbia, then took the chair.

Mr. J. G. Lister replied to Mrs. Groves in well chosen words, commenting on several points in the address, as did also Miss J. V. Miners, who seconded the vote of thanks which was carried unanimously. Col. Michell also replied to Mrs. Groves and to Mr. McClelland, bearing witness to the friendly attitude of the Toronto Board of Education. Mr. Charlesworth expressed the members' appreciation of the kindness of the Board, and of the encouragement afforded by the speakers' remarks, pointing out the special force of such words coming from a trustee.

During a five-minute intermission for the purpose the officers were then photographed by a representative of "The Daily Star."

When the Conference resumed, the delegates from each Province were asked to sit together in order that they might discuss more easily the one vote to which they were entitled.

Minutes

The Secretary read the minutes of the Inaugural Meeting of the Federation which, after the correction of a couple of minor errors, were adopted on motion of Mr. H. W. Huntly, seconded by Mr. T. E. A. Stanley.

Business Arising Out of Minutes

In reply to a question from Mr. H. W. Huntly, the President explained that the Constitution had been made as simple as possible at the Calgary Conference, containing only the most necessary provisions for carrying on the work of the first year, but it was hoped that at this meeting, amendments would be made and the work of framing the constitution completed.

The President also explained that no communication had been sent to Sir James Yoxall, as information had been received that he was not coming to Canada at this time.

The rules of order were suspended in order to hear a communication from the Honorary Secretary for Comrades' Correspondence of the League of the Empire, who was also present.

The President requested the delegates from each Province to appoint one of their number to meet the League's representatives at a quarter of an hour before the opening of the afternoon session.

At the suggestion of the President, it was moved by Mr. Lister of British Columbia, seconded by Mr. Barnett of Alberta, that the President be authorized to send a cable message of greeting containing an expression of loyalty to the King's representative, Lord Byng, now on his way to Canada. Carried unanimously.

On Mr. Huntly's motion, the meeting adjourned until two o'clock for luncheon.

AFTERNOON SESSION

Business Arising Out of Minutes Resumed

It was moved by Mr. H. W. Huntly, seconded by Miss J. V. Miners, that the following members be a committee to draw up a tentative constitution and submit it to the meeting: Mr. E. K. Marshall, Mr. H. C. Newland, Mr. J. G. Lister and Miss Arbuthnot. Carried. The President named Mr. Marshall as convener of the above committee.

It was moved by Mr. J. G. Lister, seconded by Mr. E. K. Marshall, that a committee be appointed to consider the applications of provinces for membership in the Canadian Teachers' Federation; to ascertain the nature of their organizations and their desire to join the Canadian Teachers' Federation; and that the following members act on that committee: Mr. T. E. A. Stanley, Mr. C. W. Laidlaw, Miss J. V. Miners, and Lt. Col. Wm. Michell (Convener). Carried.

The President, Mr. Charlesworth, then gave his address to the meeting:

Mr. Charlesworth spoke of the autonomy of each provincial organization and its obligation to work. The one outstanding duty of the Federation is to protect the welfare of the teachers. In his experience of the past year, he had found that the strike method had not been resorted to without great reluctance on the part of the teachers, but no other course had been left open in the places where they had occurred. He deplored the necessity of strikes and hoped that the last one had taken place. He had found that teachers were always agreeable to arbitration, but trustees were not. The time had come to try to bring about conditions safe-guarding the teachers' interests. The Canadian Teachers' Federation has developed professional consciousness and a sense of loyalty to fellow teachers. In no case has any regularly certificated teacher consented to fill a disputed position. The former attitude of school boards has been that there was nothing to fear from teachers' delegations as they were quite certain that no drastic action would be taken by them and associations were not recognized as speaking for the teachers. He spoke of the rights of Collective Bargaining and of Negotiation. One important point in the work of teachers' representations was that newspapers knew only of extreme cases, and that their best work, where results were obtained quietly and diplomatically, were never made public. No strike has been for the sake of money. Teachers have always immediately returned to their duties when the privilege of negotiation has been assured.

In speaking of the future of the profession, Mr. Charlesworth regarded as serious handicaps the apathetic attitude of the people and their tendency to look only on the financial side of the question. In business propositions returns could be definitely shown and such investments were eagerly welcomed by the public, but this could not be done in the case of education although the returns were greater than in any other form of investment. Another handicap was the lack of preparation for their profession on the part of its members. The standard must be raised. Teaching is not yet really ranked as a profession.

Low salaries are another handicap. Where a municipality is poor, or has incurred financial losses, the usual resort is to cut down teachers' salaries. Teachers are not the only ones who should suffer. Financial burdens should be shared by the entire community and not by the teachers alone. The basis of services rendered is the only true basis for recompense.

The President concluded with an earnest appeal for efficiency in their professional duties on the part of members of the Federation.

With the Vice-President, Mr. H. W. Huntly, in the chair, it was moved by Mr. Newland and seconded by Mr. J. G. Lister that a committee be appointed to confer with representatives of the Press. Carried. The committee was named by the Vice-President as follows: Mr. E. K. Marshall, Convener, Mr. H. C. Newland, and Mr. J. G. Lister.

The Secretary-Treasurer then read her report and moved its adoption, seconded by Miss H. R. Anderson. Carried. Mr. J. W. Barnett in commenting on the report extended the thanks of the Alberta Teachers' Alliance to the Ontario teachers for their support at the Easter Convention.

REPORT OF PROVINCIAL ASSOCIATIONS

Alberta

The provincial report for Alberta was presented by Mr. H. C. Newland. The official figures being unavailable, he gave a rough estimate of the number of teachers in the province as 4,000, three-fourths of whom were qualified, and the number of female teachers exceeding that of the men. The number teaching in High Schools or Collegiate Institutes is 300. There are many "permit" teachers. The Department also grants "Letters of Authority" which are sometimes not reported. In one convention apparently 75% were teaching on temporary certificates. The number in the Alliance is about 2500. The membership fee varies from \$6.00 to \$11.00 according to salary, and includes subscription to the A.T.A. magazine and to the C.T.F. Contingency Fund. Subscription to the magazine is not compulsory.

Mr. Newland gave particulars of disputes at Redcliffe, Wainwright and Edmonton.

In Redcliffe, the teachers had been re-instated and an Arbitration Board appointed, but the Board did not meet. Wainwright is still in disfavor with the Alliance owing to the unjust dismissal of a teacher. The Alliance has fought for a wording of Clause 5 in their contract whereby inquiry into a case shall precede dismissal of a teacher. The Department on the other hand insisted on the reversal of the procedure. The Wainwright case is an illustration of the injustice of this clause as it stands.

In Edmonton the cause had suffered by misrepresentation on the part of a local newspaper, and prejudiced reports had been sent out to other parts of the Dominion. The case had been settled more satisfactorily than was apparent from these reports. There was a guarantee that the Board would deal with salary adjustments. They promised to listen to representatives of the teachers though they did not undertake to change the maximum or minimum or any part of the schedule. A fair measure of representation of the teachers was the vital thing that settled the strike. A committee had been appointed to confer with the teachers, several sittings had been held, and there seemed to be a real desire to deal fairly. Mr. Newland suggested a definition of the content of the word "Recognition" as used by the Federation.

He paid a tribute to the members of their Alliance from the Old Country who had previously worked in the N.U.T. and other organizations and were a source of strength to Alberta.

The Alliance has power to discipline members who will not conform to the constitution. They have a Grievance Committee, the results of whose work have been gratifying.

In Legislation, the Alliance has been successful in having the teachers paid once a month instead of quarterly. There has been a revision of the curriculum for Public Schools.

Concerning the contract and the Board of Conciliation, legislation is not yet satisfactory.

In the recent election, the Alliance considered that the teachers were justified in supporting only candidates who gave evidence of a proper attitude toward the profession. The magazine of the Alliance, the A.T.A., is self-supporting.

Saskatchewan

Mr. J. R. Brownlie gave a lengthy and interesting report of conditions in Saskatchewan. He had been unable to obtain the facts but at a rough estimate would say that there are about 6000 teachers in Saskatchewan, at least two-thirds of whom are women. There are less than 300 teaching in High Schools and Collegiate Institutes.

In regard to teachers' certificates, the same conditions prevail as in Alberta.

There are 700 university students teaching on permits. Not one-third of the teachers have first-class certificates, about one-third have second-class and one-third "permits." Three teachers had been discovered with no certificate whatsoever. Owing to the large number of transients the personnel of the

profession is renewed in the Province every three or four years. Saskatchewan has more rural teachers than the other three western provinces together.

The number of teachers in the Alliance is about 1600.

The membership fee is \$3.00, \$4.00 and \$5.00 according to salary.

Speaking of the Moose Jaw strike, Mr. Brownlie said there had been no other course open to the teachers. For four or five months the Board had refused a conference and they had been told to do their worst. The strike had lasted three days but with the help of the Ministerial Association of the city it was ended satisfactorily.

The Alliance was recognized, also the teachers' right to confer with the trustees, and full payment was granted for the three days of the strike. The teachers had retained public confidence, which they preferred to do rather than hold out for better terms.

In Regina the schedule was higher than in Moose Jaw. The men teachers obtained what they had asked, but the women got an increase of only \$50.00 instead of \$100.00 asked.

There was now a better understanding between trustees and teachers throughout the province and a kindly feeling on the part of the people generally. This Mr. Brownlie attributed to the splendid influence of his colleague, Miss J. V. Miners.

The Legislative grant had been exactly doubled in the past year. Last year boards had no right to give Cumulative Sick Pay. Now, according to law they "may" do so. The Alliance will try to have "may" changed to "must."

Mr. Brownlie took issue with Mr. Charlesworth on the statement that British Columbia took the lead in the matter of harmony between the teachers and the Department of Education, claiming that it could not be greater than that which existed in his province. The Department operates a Teachers' Agency which means an annual saving to the teachers of about \$24,000.

In reply to a question, British Columbia and Manitoba reported similar agencies.

The breach between the two provincial organizations, the S.E.A. and the S.T.A. has been healed. Formerly they were rival meetings; now one meets during the first part of the week and the other during the latter part. Their magazine is non-existent, but they publish a Bulletin which they hope to have appear every month.

The Alliance is striving to obtain a non-contributing Pension Scheme.

The Minister of Education, the Hon. Mr. Latta, is in the utmost sympathy with the scheme, but wishes to do nothing without the consent of the teachers. The floating profession is the great objection. Mr. Brownlie states that more teachers enter and leave Saskatchewan than any other province.

The Government is also in sympathy with a Board of Arbitration. They would be only too glad to have disputes taken out of their hands.

The initial salaries in Saskatchewan are generous. Inducements for teachers to come into the province and stay in would be:

- (1) A reasonable schedule of salaries;
- (2) Security of tenure;
- (3) A suitable non-contributing pension scheme.

Mr. Brownlie spoke with appreciation of the support received from the Department of Education.

On motion of Mr. J. G. Lister, the meeting adjourned at 5:15 p.m.

At 6 p.m., in response to the invitation of the Toronto Teachers' Council, the Federation assembled at dinner at the King Edward Hotel, Dr. Hardy presiding.

Among the guests were members of the Board of Education of Toronto, members of the Toronto Teachers' Council, and representatives of the City Newspapers. Principal Fraser of Toronto welcomed the guests in his usual happy manner,

and Miss Anderson of British Columbia replied in a witty and graceful speech. Mr. Shaw of Prince Edward Island and Mr. Walsh of Quebec spoke in an interesting way of their provinces and of the favorable report they would be able to carry back of the possibilities of the Federation. Miss Constance Boulton in a few eloquent remarks conveyed the greetings of the Board of Education and Mr. Milligan of "The Globe" spoke humorously on behalf of the Press. The proceedings closed with the singing of the National Anthem.

MONDAY, AUGUST NINTH

When the Conference resumed on Monday morning, it was moved by Mr. J. G. Lister, seconded by Mr. H. C. Newland, that we place on record our appreciation of the kindly and hospitable treatment of the Toronto teachers. Carried.

Ontario

As Ontario has three Federations, the report was given in three sections. Miss Arbuthnot gave the following statistics:

Male teachers in public schools.....	1233
Female teachers in public schools.....	10570

Total	11803
Increase for the year	384
Average annual salary, males, \$1348. Increase \$122.	
Average annual salary, females, \$817. Increase \$110.	
Average salary, \$1828. Increase \$263.	

It was explained that the estimate should be larger, as the figures of the last year were not yet available.

In the Elementary Schools:

1246 teachers have first class certificates.
9193 teachers have second class certificates.
1159 teachers have third class certificates.
534 teachers have special certificates.
1257 have Old Country Board, district and temporary certificates.
119 have University degrees.

The number of teachers in the Federation of Women Teachers' Associations is 4,320.

The Annual Membership Fee is \$1.00 and Life Membership \$10.00. There are more than fifty life members.

Particulars were given of the five different disputes which had been referred to the Executive: Petrolia, Listowel, Campbellford, Port Arthur and Fort William. The two latter had been taken up by the Canadian Teachers' Federation and letters of thanks were read from their secretaries.

In all cases, the work of the F.W.T.A. had satisfactory results; that is, teachers refrained from applying for these positions; but, in Campbellford, and Petrolia, the teachers in difficulty did not stand together.

The F.W.T.A. has a charter of incorporation. It has got into better touch with its members, and has found itself in a good enough financial position to engage an organizer who will devote her whole time to the work. There is also a paid Secretary. Several meetings in different parts of Ontario have been addressed by members of the Executive and many items have been sent to the Press.

The policy of the F.W.T.A. for the coming year will be to increase its membership and to encourage a spirit of loyalty, mutual confidence and professional etiquette among its members.

Lt. Col. Michell, President of the Ontario Secondary School Teachers' Federation, reported that the Province has been divided into fifteen districts with Local Councils, and that many of these districts have 100% membership. They have a total of 1050 paid-up members at a fee of \$5.00, three of which goes to the principal association, and two to the local.

There is another class of membership where no fee is required, as the 250 members are not at present engaged in teaching. These are admitted to membership on signing the Federation pledge.

The Federation believes in getting its members while they are young, and their representatives have met the teachers in training at the different Normal Schools and with signal success.

All disputes have been settled favorably to the teachers. The minimum salary had been fixed at \$2000 and no member would apply for less. The spirit of honor evidenced by the teachers was the true product of the Federation work and had made its strength.

A bulletin is issued four times a year which keeps its members in touch with the work.

The Minister of Education has assured the teachers that a Board of Conciliation will be granted.

The number of teachers in High Schools and Collegiate Institutes in Ontario is 1168, which with 244 in Continuation Schools makes a total of 1412. This is an increase of 90 over the previous year.

Mr. Jno. Short, President of the Men Teachers' Federation of Ontario reported a membership of 545 and a fee of one dollar per annum. The province is divided into ten districts for Federation purposes. The Executive consists of the Presidents of these districts besides elected officials. The work of the Federation has been successful, there having been no applicants for positions in dispute.

Ontario has a Superannuation Scheme which was established in 1917. The Government contributes 2½% of all salaries paid in the province, and each teacher pays 2½% of his or her salary. After forty years' service, the teacher may retire on an allowance based on his average salary for the last ten years. One sixtieth of that sum, multiplied by the number of years taught (the years before the establishment of the Fund counting only as half years) makes up the allowance. There is a special provision for earlier retirement through illness or incapacity, or for retiring in good health after thirty years of service. Other features, such as the return of payments after five years' service, will be introduced when justified by the actuarial examination of the Fund, which is made every three years.

The lowest allowance paid is \$365 and the highest \$1000; but it is hoped that these amounts will be increased. The average allowance paid is \$500.00 and the number at present on the list is 350.

British Columbia

With the Vice-President in the Chair, Mr. Harry Charlesworth gave a report for British Columbia.

The British Columbia Teachers' Federation was formed four and a half years ago. It has a charter of incorporation with a registered office, and a secretary and assistant on full time.

According to qualifications, the teachers rank as follows:

Academic	450
First Class	545
Second Class	1080
Third Class	420
Permit	135

Total 2630

The fee is \$5.00, but this year there was an extra levy of \$5.00 for the Convention and for increased expenditure, making an aggregate fee of \$10.00. Normal students are admitted at a fee for the first year of \$3.00.

Amongst the constructive work for the year was the taking over of Teachers' Conventions. These are now under control of the Federation, and the expenses of delegates are pooled.

A Board of Arbitration has been secured. The Federation has had the co-operation of public organizations and of the Press.

A referendum has been held on important questions; also a questionnaire has been sent out on the curriculum.

There are 2557 teachers in the Province, 1985 being women and 572 men. Of these 1900 belong to the British Columbia Teachers' Federation.

One of the aims of the Federation is standardization of salaries. The first teachers' strike in history took place in British Columbia, and was successful. Of the nine disputes in the past year, seven had been favorably and amicably settled. In New Westminster the teachers were forced to strike and were absolutely justified in doing so. The School Board had acted obstinately, refusing conference or conciliation, though public opinion was strongly on the side of the teachers. Notwithstanding, when a plebiscite was taken the result was unfavorable. The case is not yet settled.

In Saanach, the teachers had been asked to sign an illegal agreement, under threat of a reduction of salaries to \$840. This case is still "sub judice."

The Federation does not yet publish a magazine.

A very enjoyable occasion was a dinner given by the Federation to the Minister of Education, between whom and the teachers exist the most harmonious relations.

British Columbia has a superannuation scheme whereby the teacher contributes 4% of his salary, and the employer 4%. This amount goes to purchase a Dominion Annuity. On leaving the profession, the sum paid in is returned to the teacher with 5% interest. There is sometimes a difficulty over the question as to whether the School Board or the Government is the employer.

British Columbia accepts members in good standing from other provinces without further payment of fees for the current year.

From their experience, they considered that the best way to form a Board of Conciliation was to have one member appointed by the teachers, one by the School Board and these two to agree on a third.

Two vital points were (1) Arrangement of details: a definite method of appointing a chairman; (2) The number on the Board. Three was an ideal number. Five had been found to be disastrous.

Mr. Charlesworth expressed the opinion that it was time the teachers developed a spirit of class-consciousness, without which they would never gain any ground.

Quebec

Dean Laird of Macdonald College, a visiting delegate gave the following facts for Quebec:

The Provincial Association of Protestant Teachers of the Province of Quebec has 1600 members, one thousand of whom reside on the Island of Montreal. The city teachers are the main influence in the Association.

The Association is successfully conducting its own magazine.

The best feature of their system is the Pension Scheme; 2½% is deducted from the Government Grant to salaries, supplemented by a grant from the School Board. In addition men teachers contribute 2½% of their salaries, and women 2%. No money is refunded on leaving. In case of death after ten years' service, payments are returned to the heirs.

A pension is paid for disability after twenty years' service.

The wife of a teacher receives one-half of his pension after his death, a half premium having been paid by him on this account.

The minimum pension paid is \$100 and the maximum \$1800.

Salaries in Quebec are paid in twelve monthly instalments instead of ten. They consider this an advantage as the payments look smaller that way.

As with other provinces, the Association's chief problem is getting the co-operation of the rural teachers. Dean Laird expressed his approval of the work of the Canadian Teachers' Federation and said it would give him great pleasure to be able to quiet some of Quebec's fears regarding the violence of the organization.

Prince Edward Island

Mr. L. W. Shaw, an inspector and visiting delegate from Prince Edward Island, spoke of the difference between the

East and the West in the attitude of officials toward the teachers. In the East the real leaders in the movement for bettering professional conditions are the inspectors and officials of the Education Department.

There are only 580 teachers in the Province, the greater part being very young women. A great many of these leave for better positions after one year's experience. The Department pays the greater part of the salaries which are supplemented by the districts.

The Inspector's report is made in duplicate. One is open to the teacher, the other is sent to the Department.

The P.E.I. Teachers' Union, was organized four years ago. They decided to institute a movement for increased salaries on account of the High Cost of Living. Little attention was paid at first and the younger teachers were timid about joining the Union. However some success had been achieved.

The people have not yet a full appreciation of the value of education, and are loath to have any changes in the old system.

There is the greatest harmony between the Department of Education and the teachers.

Three visitors were then introduced to the Conference, Mr. D. V. Wells, Superintendent of Education for New Zealand, Miss M. A. Waller of the National Union of Teachers of England, and Mr. George Mackay, M.A., Superintendent of Education for Fiji. These spoke briefly and interestingly of conditions in their respective countries. New Zealand has a dominion scale of wages and a system of pensioning by which men are retired on 40 years' service and women on 30 years', the former receiving an income of some \$1600 per year.

On motion, the meeting adjourned at 12:30 for luncheon.

MONDAY AFTERNOON

Resolutions (A)

Before beginning the afternoon session a panoramic photograph was taken of the members.

Mrs. Osler of Toronto, on request, was permitted to address the meeting on behalf of the French Orphanages, which she did briefly.

It was moved by Mr. H. W. Huntly, seconded by Mr. J. G. Lister:

"That the Government exercise greater supervision in its immigration policy and confine immigration to a very large extent to those of Anglo-Saxon origin."

After some discussion it was moved by Mr. Short, seconded by Mr. Brownlie:

"That the above resolution be referred to a resolutions committee to be named by the President." Carried.

The committee was named by the President as follows: Lt. Col. Michell, Convener, Mr. H. C. Newland, Mr. J. R. Brownlie.

Mr. H. W. Huntly, seconded by Mr. C. W. Laidlaw, moved the adoption of the following resolution submitted by the Manitoba Teachers' Federation:

"That in the interest of the children of the Dominion of Canada, it is desirable that a minimum requirement of four years' High School training and two years' professional training be demanded of all candidates for permanent professional licenses, provided that all outstanding permanent professional certificates be continued in full force and effect, and provided further that limited certificates may be granted on a minimum requirement of successful completion of three years' High School training and one year of professional training."

After considerable discussion in which it was pointed out that the teaching profession is behind others in preparatory training, and that the Federation should show that it is concerned with the welfare of Canada's children and the progress of education as well as increases in salaries, Mr. Huntly accepted an amendment suggested by the President, eliminating the last clause, i.e., all words after "effect." The amendment was seconded by Mr. H. C. Newland, and the resolution as amended was carried unanimously.

Mr. J. G. Lister, seconded by Mr. E. K. Marshall, moved the adoption of the following resolution which was submitted by British Columbia:

"Resolved that the Executive of the Canadian Teachers' Federation be requested to urge upon the National Council of Education the immediate necessity of establishing a Dominion Bureau of Education, in accordance with the following resolution passed by the Winnipeg Conference in 1919:

"That for the purpose of educational investigation, and as a clearing house for educational data, a National Bureau be established under the direction of the National Council of Education and that such bureau be maintained by voluntary support and such financial assistance as may be given by Provincial and Dominion Governments without any restrictions as to policy."

"Be it further resolved that a delegation from the Canadian Teachers' Federation in conjunction with the representatives of the National Council of Education, wait upon the Dominion Government and ask for financial assistance in the establishment and maintenance of such a bureau."

"And that each Provincial Teachers' Organization be asked to appoint a delegation to wait upon their respective Provincial Governments to ask that financial assistance be granted towards the establishment and maintenance of such a Bureau."

Mr. Lister pointed out that Canadian teachers should be able to obtain information from their own headquarters instead of from Washington, D.C., and issued a strong warning against American propaganda in moving pictures and in textbooks. Mr. Charlesworth expressed himself as being disappointed with the National Council of Education, the next meeting of which would be in 1923. Lack of funds is their great handicap.

It was decided that the Canadian Teachers' Federation shall take up the work if the National Council of Education does not.

The resolution was carried unanimously and the President was asked to take the matter up with Dean Coleman.

Mr. H. C. Newland, seconded by Mr. J. G. Lister, moved the adoption of the following resolution from Alberta:

"Resolved that the Executive of the Canadian Teachers' Federation be requested to take such steps as may be necessary to secure uniformity of teachers qualifications throughout the jurisdiction of all affiliated organizations comprising the Canadian Teachers' Federation."

Mr. H. W. Huntly feared that "uniformity" might mean lowering the qualifications for Manitoba. The words "greater equality" were suggested, accepted by the mover and seconder, and the resolution as amended was carried unanimously.

On motion, the meeting was adjourned at 4 p.m.

Motors were waiting, provided by the Toronto Teachers' Council and the Board of Education, and the members and visitors accompanied by a number of Toronto teachers and trustees were taken around the city and out to "The Old Mill" on the Humber river, where a five o'clock tea was given by the Women Teachers' Association of Toronto.

An address of welcome was given by Miss Harriet Johnston, one of the pioneer members of the Association, which was formed in 1892, and Mr. Harry Charlesworth, the President, replied in well chosen words.

Mr. Chas. G. Fraser, as Chairman of the Local Committee on Arrangements, acted as general manager of the outing and contributed in no small way to its pleasure by relating some anecdotes from his unlimited repertoire.

In the evening, the various committees met in the Board Room for consultation.

TUESDAY MORNING

At the opening of the Conference Tuesday morning, Miss Josephine MacLatchy of New Brunswick, who had just arrived, was introduced to the meeting as a visiting delegate.

Miss MacLatchy reported that the New Brunswick Association had been formed in 1919. At first it was confined to first class teachers as it was feared that the inclusion of the second and third would make too unwieldy an organization for a beginning. The privilege of membership was later extended to include all teachers.

Propaganda was undertaken, and they had succeeded in having the minimum salary advanced. The New Brunswick salaries are supplemented by a government grant to the teachers directly.

THE CONSTITUTION (A)

On motion of Mr. Marshall, seconded by Mr. Newland, the meeting went into Committee of the Whole to discuss the report of the Committee on the Constitution.

The new and amended constitution appears in full above.

TUESDAY AFTERNOON

Before the opening of the business of the afternoon session, Mr. Turvey, of the G.W.V.A. addressed the meeting, asking the members to use their influence to have Armistice Day observed by wearing a poppy and thus assist the dependents of disabled and fallen soldiers. Mr. Turvey's message was well received.

The Committee of the Whole on the Constitution then resumed business.

It was moved by Mr. H. W. Huntly, seconded by Mr. Jno. W. Barnett, that the committee adjourn and that we proceed with regular business. Carried.

Resolutions (B)

There was a lively discussion on a resolution from Alberta, (Section 18 (a) of the Agenda). The resolution was moved by Mr. H. C. Newland, seconded by Mr. T. E. A. Stanley, and is as follows:

"Resolved that The Alberta Teachers' Alliance recommend to The Canadian Teachers' Federation that every member of the affiliated organizations comprising the Canadian Teachers' Federation be assessed One Dollar as a reserve fund for contingencies."

The point at issue was the advisability of having a considerable fund. Mr. J. G. Lister stated that in some places in British Columbia, trustees ignored the law. Without a fund, the Federation would be unable to obtain justice for teachers by taking cases to the law courts. Mr. Stanley declared that members were arguing according to their own recent provincial experience; that it was a case of "dark days" against "bright days."

Mr. Barnett pointed out that the resolution had been sent in from Alberta before the strike. Mr. Huntly suggested substituting Manitoba's proposal, "That a fee of \$1.00 per member be asked from each of the affiliated federations for a Sinking Fund."

After further debate the following resolution was adopted:

"Resolved that a referendum be taken on the following question: 'Recommended that the affiliated federations be assessed in a sum of fifty cents or one dollar per member to form an expense and reserve fund.'

Moved by Mr. J. G. Lister, seconded by Miss H. R. Anderson. Carried unanimously.

The Constitution (B)

Moved by Mr. E. K. Marshall, seconded by Mr. H. C. Newland, that Article 17 of the proposed constitution be adopted. Carried.

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Article 17. Fees. The annual fee to be paid to the Canadian Teachers' Federation by the Provincial Organizations shall be fixed by the Annual Convention.

Moved by Mr. E. K. Marshall, seconded by Mr. J. G. Lister, that the Constitution as a whole be adopted. Carried.

Resolutions (C)

Moved by Lt. Col. Michell, seconded by Mr. H. C. Newland, that the resolution contained in Section 16 of the Agenda, "Consideration of establishment of a benevolent fund to render financial assistance to teachers in special cases where, by reason of long and serious sickness, they are left entirely without means of support," be laid on the table. Carried.

Section 14 of the Agenda was brought up for discussion.

"Consideration of the establishment of a Canadian Teachers' Journal, to become the official organ of the teaching profession of Canada, the staff of such magazine to consist of leading educational experts, the aim being to make it take the same important place in the teaching profession as the Law Journal, Medical Journal and Engineering Journal, take in the professions with which they deal. This magazine would be largely professional, each provincial organization still retaining some form of magazine or bulletin for propaganda purposes."

Moved by Mr. J. G. Lister, seconded by Mr. Jno. Short:

"That it be an instruction to the incoming Executive that a committee be appointed to consider the matter." Carried.

Moved by Lt. Col. Michell, seconded by Mr. E. K. Marshall:

"That each Provincial Organization give the widest publicity to the scale of salaries adopted in the other provinces, and take active measures to prevent under-bidding." Carried.

Moved by Mr. H. W. Huntly, seconded by Mr. H. C. Newland:

"That the question of applying for a Dominion Charter of Incorporation be laid on the table." Carried.

Moved by Mr. J. G. Lister, seconded by Mr. J. W. Barnett:

"That the question of the formation of a definite organization to carry on active work in connection with the Canadian Teachers' Federation with registered headquarters and paid officials, if necessary, be laid on the table." Carried.

There was a very thorough discussion of Section 12 of the Agenda, most of the members taking part.

"Consideration of the question of granting financial assistance to those Provincial Organizations some of whose members have suffered financial loss through taking a decided stand in support of principles and policies which are of vital importance to all the teachers of the Dominion. This assistance to be given from a reserve fund to be obtained either by levy on all members of the Canadian Teachers' Federation, or by means of voluntary subscriptions, or by a combination of both methods."

In reply to a question by Lt. Col. Michell, Mr. J. G. Lister stated that the teachers of New Westminster had lost a total of \$1700, and Mr. Barnett placed Alberta's loss at \$7000, making a total for the Canadian Teachers' Federation of \$8700.

It was pointed out that a right refused to one Association does not concern that particular organization any more than the Canadian Teachers' Federation, as the whole Federation is involved.

The Federation endorsed the schedules and these were refused by the Boards.

The teachers had been willing to accept any reasonable offer. Now they wished to know what backing they might expect from the Federation. It was further pointed out that the Provincial must stand behind the local organization, and the Canadian must stand behind the Provincial. It was not fair for one organization to foot the whole bill for what concerned all. Before teachers can resolve to take drastic meas-

ures they must first have some assurance of support from their confreres.

Finally it was moved by Mr. J. G. Lister, seconded by Miss

J. V. Miners:

"That the subject of assistance to provincial federations re strike loss be submitted to a sub-committee to report at the next session of the house." Carried.

Moved by Mr. J. G. Lister, seconded by Mr. H. C. Newland:

"That the committee be nominated by the chair."

The committee was named as follows: Lt. Col. Michell, Convener, Mr. E. K. Marshall, Mr. J. R. Brownlie, Mr. J. G. Lister, and Mr. H. C. Newland.

Pooling of Expenses

It was moved by Mr. H. W. Huntly, seconded by Mr. E. K. Marshall:

"That this year's expenses of delegates to the Annual Meeting be pooled."

Moved in amendment by Miss H. R. Anderson, seconded by Mr. C. W. Laidlaw:

"That the word 'transportation' be inserted." The amendment carried and reads: "That this year's transportation expenses of delegates to the Annual Meeting be pooled."

Lt. Col. Michell, Chairman of the Resolutions Committee, presented the following resolution and moved its adoption, seconded by Mr. J. R. Brownlie:

"That in view of the fact that there is now a large foreign element in Canada, and in view of the necessity of thoroughly Canadianizing this element, the Canadian Federation of Teachers, upon whom the work chiefly devolves, respectfully urge the Dominion Government to place further restrictive measures upon undesirable immigration into Canada, and that a copy of this resolution be forwarded to the proper authorities." Carried.

It was moved by Mr. J. W. Barnett, seconded by Mr. J. R. Brownlie:

"That the Dominion Government be asked to give substantial grants to the several provincial governments to assist them in taking care of non-English speaking Canadians." Carried.

It was decided that the resolution re prohibition of Hearst Newspapers would only be giving undesirable publicity to these publications, and therefore on motion of Lt. Col. Michell, seconded by Mr. J. R. Brownlie, the resolution was laid on the table. Carried

On Mr. J. G. Lister's motion, the meeting adjourned until 7:30 p.m.

TUESDAY EVENING

The committee appointed to consider the subject of assistance to Provincial Federations re strike loss, submitted the following resolution:

"Whereas certain Canadian teachers have suffered a severe financial loss in standing for a principle for which the Canadian Teachers' Federation stands, we therefore recommend that the Executive of the Canadian Teachers' Federation reimburse equitably those teachers through their provincial organizations as soon as the funds are available."

The adoption of this resolution was moved by Mr. E. K. Marshall, seconded by Mr. Jno. Short, and carried unanimously.

Section 11 of Agenda

Consideration of uniform plans and policies in all Provinces for dealing with such matters as:

- (a) Tenure of office.
- (b) Superannuation.
- (c) Academic qualifications and professional standing.
- (d) Disputes between school boards and teachers:
 - (1) Boards of Arbitration.
 - (2) Boards of Reference.
 - (3) Investigations in cases of dismissal.

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- (e) Raising of status and salaries of teachers.
- (f) Teacher-Representation on committees dealing with the internal management of schools.
- (g) Advisory Boards.
- (h) Text-books.
- (i) Courses of Study.
- (j) Compulsory attendance age.
- (k) Medical inspection of schools.

After striking out subject (c) in Section 11 of the Agenda, it was moved by Mr. J. G. Lister, seconded by Mr. H. W. Huntly:

"That the subjects mentioned in Section 11 of the Agenda be made the subject of a recommendation to the provincial organizations, with instructions to give provincial information on such subjects, and to recommend to the Canadian Teachers' Federation suggested action. Further, that upon receipt of such answers to the references, the Canadian Teachers' Federation shall make a summary and forward such to the various provincial federations for consideration at the conference next year." Carried.

Referring to Section 15 of the Agenda, it was moved by Mr. E. K. Marshall, seconded by Mr. H. C. Newland, that this same recommendation be made and that the executive obtain and send out information on the subjects therein mentioned. Carried.

Section 15.

Consideration of methods for a definite and continuing campaign to enlighten the general public as to the import of education to the Nation, and the vital necessity of public recognition and appreciation of the high and responsible nature of the work teachers are called upon to undertake. The following suggestions to be discussed:

- (a) Public meetings, and meetings of organizations to be addressed by prominent men and women on the subject.
- (b) Magazine and newspaper articles by writers of outstanding reputation.
- (c) Expressions of opinion on value of education, etc., from prominent Canadian men and women of all walks of life.
- (d) The organization of a "National Educational Week" commencing with an "Educational Sunday" in all churches, when the public could learn of the value of schools by visits, addresses, demonstrations, etc. The co-operation in this of Dominion and Provincial governments, councils, school boards, and all other public and semi-public bodies.

Moved by Mr. H. W. Huntly, seconded by Mr. T. E. A. Stanley:

"That a vote of thanks be tendered the Board of Education of Toronto for their generous, hospitable treatment." Carried.

Moved by Mr. Jno. W. Barnett, seconded by Miss J. V. Miners:

"That the thanks of the meeting be tendered to Mr. Chas. D. Fraser, for his courteous attention and assistance as Chairman of the Local Committee on Arrangements." Carried.

Moved by Mr. R. H. Rogers, seconded by Mr. L. W. Shaw:

"That the thanks of the meeting be extended to the Toronto Teachers' Council, the Women Teachers' Association and all organizations which had contributed to the entertainment and comfort of the members and visitors." Carried.

Moved by Mr. J. G. Lister, seconded by Mr. E. K. Marshall:

"That a vote of thanks be given to the representatives of the Press." Carried.

Mr. J. G. Lister of British Columbia reported a vitriolic attack on Mr. Harry Charlesworth, the President, by an Alberta paper.

With the Vice-President in the chair, Mr. Charlesworth gave evidence concerning the incident, making it clear that the editorial referred to was false and unjustifiable, and that

he had been able to prove it so but that the paper in question had refused to publish his reply and had returned it to him.

It was moved by Mr. J. G. Lister, seconded by Mr. T. E. A. Stanley:

"That a resolution be here passed censuring in the severest terms the attack upon our President by the Edmonton Bulletin."

Mr. E. K. Marshall of Manitoba and Mr. Jno. W. Barnett of Alberta, also spoke justifying the President and resenting the attack upon him.

The Secretary-Treasurer then read the Financial Statement for the year showing a credit balance of \$199.40, and Mr. Chas. G. Fraser, was requested to act as auditor. Mr. Fraser reported that the accounts had been audited and found correct.

Moved by Mr. J. G. Lister, seconded by Mr. H. W. Huntly, that the Auditor's report be adopted and that Mr. Fraser be thanked for his services. Carried.

The Secretary-Treasurer, seconded by Mr. H. W. Huntly, moved the adoption of her report. Carried.

Election of Officers

Moved by Lt. Col. Michell, seconded by Mr. Jno. Short, that all of the officers be re-elected.

The Secretary-Treasurer was unable to accept office for a second year and retired.

Moved by Lt. Col. Michell, seconded by Mr. Jno. Short, that Mr. Harry Charlesworth be re-elected President. Carried.

Moved by Mr. J. R. Brownlie, seconded by Mr. Jno. Short, that Mr. H. W. Huntly be re-elected Vice-President. Carried.

Moved by Lt. Col. Michell, seconded by Mr. J. G. Lister, that Miss H. R. Anderson be elected Secretary-Treasurer. Carried.

Moved by Mr. J. R. Brownlie, seconded by Mr. H. W. Huntly, that the place of meeting next year be in Saskatoon. Carried.

The President declared the proceedings closed and the members and visitors joined in singing the National Anthem.

HELEN S. ARBUTHNOT,
Secretary-Treasurer, Canadian Teachers' Federation.

CANADIAN TEACHERS' FEDERATION

Treasurer's Statement, August 6th, 1921.

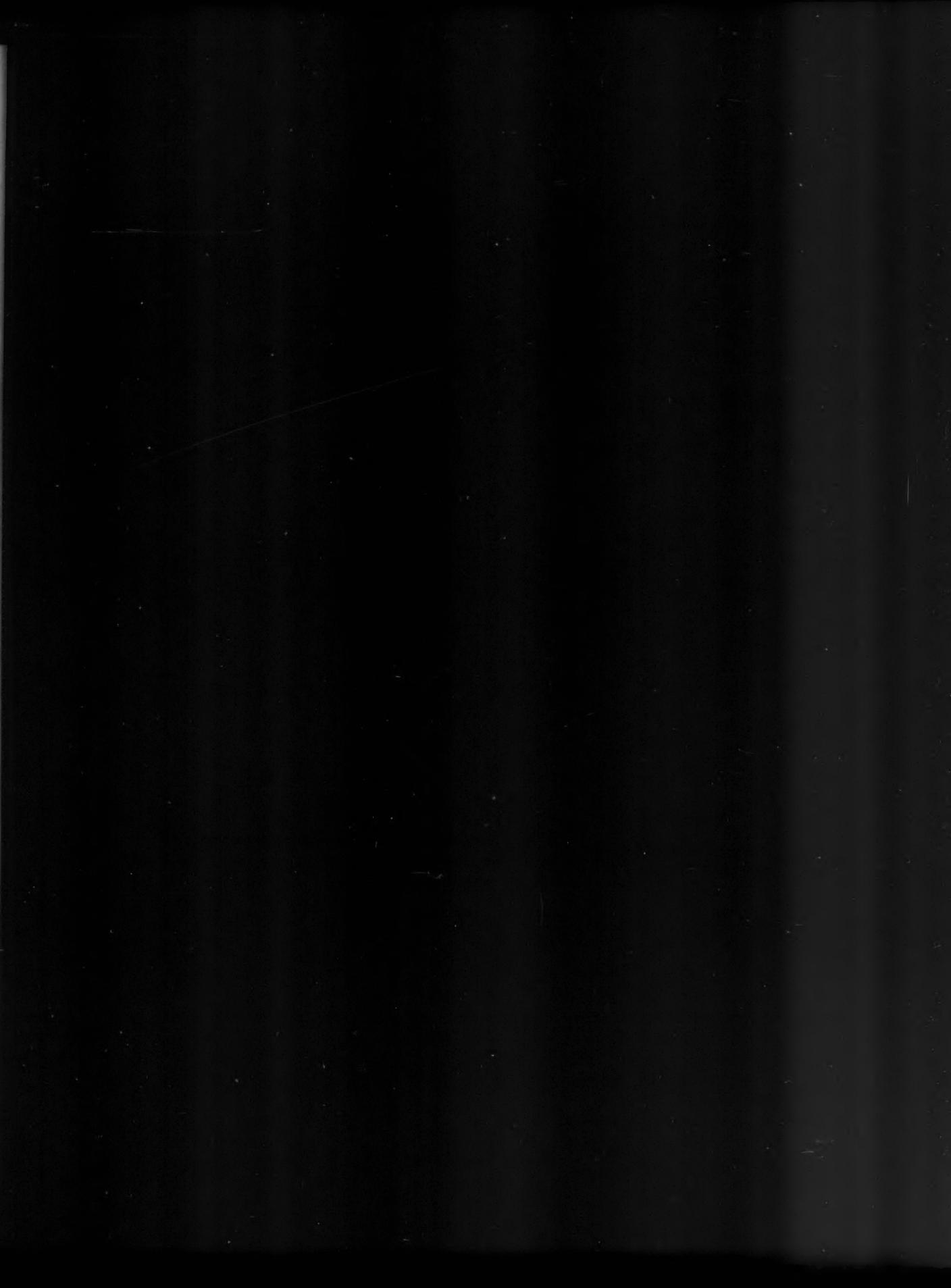
Secretary's expenses	\$ 65.99
Account from British Columbia	214.07
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Balance	199.40
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Fee from Manitoba	\$500.41
Fee from Ontario (Three Federations)	\$100.00
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CHAS. S. FRASER,
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